DOCUMENT RESUME

ED 242 710 SP 024 127

AUTHOR Page, Jane A.; Page, Fred M., Jr.
TITLE Principals' Perceptions of Their Role and the Perceived Effectiveness of Their Academic Preparation for That Role.
SPONS AGENCY Georgia Southern Coll., Statesboro.
PUB DATE 24 Apr 84
NOTE 23p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Attitudes; Administrator Characteristics; *Administrator Education; Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Higher Education; *Job Performance; Job Satisfaction; *Principals; *Self Evaluation (Individuals); State Surveys
IDENTIFIERS *Georgia

ABSTRACT

A study attempted to: (1) identify principals' perceptions of their occupational responsibilities and their academic preparation to function in these areas; (2) determine significant relationships between perceptions of preparation and perceptions of difficulty; and (3) determine significant differences among the perceptions of groups of principals categorized on the bases of: level of school, number of students enrolled in the school, years of service, highest degree attained, sex, and race. Subjects were 312 Georgia school principals who returned a survey out of an original randomly-selected sample of 500. Data were analyzed using three statistical procedures: one-way frequency distributions; Pearson product-moment correlation coefficients; and analyses of variance. Study findings do not imply (as other research has) a mass exodus from the principalship in Georgia. Principals generally feel adequately prepared for most role activities, and this perception of preparation is highly correlated with their perceptions of role difficulty. There are a great many differences in principals' perceptions based on background variables. Ten tables of study data are appended. (JMK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED242710

PRINCIPALS' PERCEPTIONS OF THEIR ROLE AND THE PERCEIVED EFFECTIVENESS OF THEIR ACADEMIC PREPARATION FOR THAT ROLE

BY

Jane A. Page
and
Fred M. Page, Jr.

School of Education
Georgia Southern College

This research was funded by Georgia Southern College's Faculty Research Committee

April 24, 1984

SP 024 127

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jane A. Page

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PRINCIPALS' PERCEPTIONS OF THEIR ROLE AND THE PERCEIVED EFFECTIVENESS OF THEIR ACADEMIC PREPARATION FOR THAT ROLE

PROBLEM STATEMENT

The problem of the study was three-fold: (1) to identify principals' perceptions of their occupational responsibilities and their academic preparation to function in these areas; (2) to determine significant relationships between perceptions of preparation and perceptions of difficulty; and (3) to determine significant differences among the perceptions of groups of principals categorized on the bases of: level of school, number of students enrolled in the school, years of service, highest degree attained, sex, and race.

SIGNIFICANCE OF THE RESEARCH

Providing a quality education for school-age children is becoming increasingly difficult. One of the most significant factors is the current teacher shortage that effects many parts of the country. However, the embryonic stages of another problem may evolve into an even greater obstacle for the education process. According to a report in Education USA (March 8, 1982), a critical shortage of school administrators is likely within five years.

In addition to the potential effects of an administrative shortage, other concerns related to administrators exist. A major area of concern is that leadership provided by educational administrators is inadequate. Prior to the 1981 legislative session, Governor Busbee commissioned the Darden Research Cooperation to investigate problems in Georgia public education. Conclusions of this study involving 444 former teachers were critical of leadership in the public schools.

> According to the survey results, the number one operational problem of the public school system is the principals and assistant school principals.... Over one out of four, 25.8%, of the principals was rated poor or very poor, and 21.8% were rated as only fair.

Available data identify two significant points: (1) a critical shortage of school administrators is likely within five years; and (2) perceptions of current administrator performances are quite negative. Existing information, then, supports the need for a study to determine administrators' (1) perceptions of areas of difficulty related to their occupational responsibilities; and (2) perceptions of their academic preparation to function in their current positions.

By virtue of their role, principals are acknowledged as educational leaders of their respective schools. The continued positive contributions of education to our society are contingent upon the leadership afforded schools through principals. It is imperative, then, that an adequate supply of principals be available and that principals are capably prepared to meet existing needs in the schools. This research provides data that should be significant in planning graduate and staff development programs for the purpose of preparing administrators and assisting them in their current development.

RELEVANT LITERATURE

This research project centers around principals' roles and their preparation for these roles. This review consists of recent relevant literature in these two areas.

Role of Principals

Goodlad's (1978) discussion of three eras of educational leadership serves as an historical background for the analysis of roles. The first era of educational leadership, according to Goodlad, occurred in the years prior to 1950. During this period, principals were characterized by a strong concern for instructional management. The principal was often, in fact, the "principal teacher." In the decades after 1950, however, education entered a second era in which this concern for instruction was overshadowed by a growing emphasis on the management of non-instructional functions. Goodlad states that while this second era is still with us, there is hope for a third era that will mark the return to instructional management.

Rowan's (1982) historical research identifies job titles in a sample of California's school districts from 1930-1970. This research supports Goodlad's views of changes to non-instructional responsibilities after 1950.

Recent studies indicate that this second era, with emphasis on non-instructional responsibilities, is not in a decline. Sproull (1981), for example, found that administrators spend a major portion of their time accouting for money, materials, and people. Howell's (1981) research indicates that paperwork consumes many more hours than other responsibilities. A time analysis study undertaken by Howell indicated that "instructional leadership" is a limited function. Cawelti (1982) identifies two reasons for the declining emphasis on instruction: "The principals' level of confidence in instructional matters is not high and they are commonly rewarded more for a 'tight ship' than for a good science or art program."

The importance of role responsibilities and effectiveness of principals within these roles can be determined through a review of research related to the effectiveness of principals. According to the research studies listed below, principals who maintain a high priority for role responsibilities related to curriculum and instruction have schools that are effectively educating students. (Weber, 1971; Madden and others, 1976; Edmonds, 1979; Brookover and others, 1976; and Rutter and others, 1979).

While all of these sources of literature list many varied and changing roles of principals, an attempt was made by this author to limit the roles for questionnaire purposes to twenty. This was done by reviewing recent literature cited above as well as general administration textbooks (see reference list). Roles that were found to be in common for the majority of the reviewed literature were included on the instrument. A concentrated effort was made to include roles related to instructional leadership.

Preparation of Principals

To improve personnel, one usually looks to the processes of preparation and in-service development. Several studies have been conducted to determine whether preparation is a significant factor in principal effectiveness. There is increasing evidence to suggest that most college and university programs for the preparation of educational administrators enjoy limited positive outcomes. Hemphill and others (1962) indicated that years of formal preparation were uncorrelated with ratings of effectiveness. There was no relationship between amount of academic preparation and performance. Gross and Herriott (1965) showed that a number of graduate courses were actually negatively related to leadership skills. However, university professors in the field of administrative education are attempting to convert these correlational figures. These efforts include changes in curriculum and methodology of preparation and in-service programs. For example, two new models for administrative preparation are described by LoPresti (1982) and Carmichael (1982). LoPresti proposes an integrated system of principal preparation implemented at the university and in the field, spanning a period of four to five years. Carmichael describes the efforts recently made in some cities to form principal centers for "self development." The centers were initiated by principals for principals.

Cawelti (1982) states that ". . .improved university preparation programs and more effective human resource development for practicing administrators are more important than ever. We must now think through what the curriculum for school administrators should be and what pedagogy (or andragogy) will best assist administrators to better cope if not lead."

Conclusions

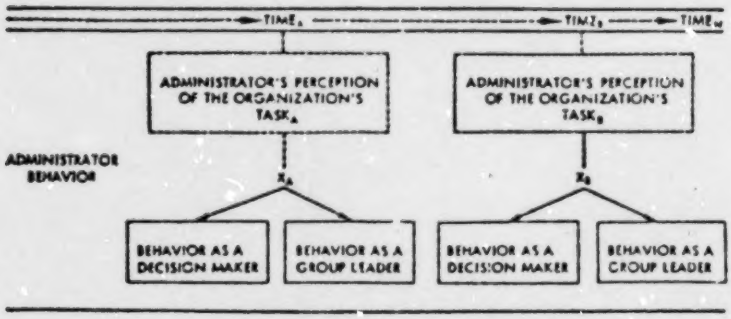
A thorough review of recent literature answers many questions related to the principal's role and preparation. However, some questions remain unanswered. Which role behaviors are perceived as "difficult" by present-day administrators? Does a relationship exist between perceptions of administrative preparation and perceptions of difficulty? Are background factors a major influence on perceptions of the principalship and future plans? These and other questions, were stimuli for conducting this research.

THEORETICAL FRAMEWORK

The second frame of a paradigm developed by Haplin (1966) serves as the theoretical framework for this research. The paradigm is concerned with three types of behavior on the part of the administrators:

1. their perceptions of the organization's tasks;
2. their behavior as decision makers;
3. their behavior as group leaders.

In the figure below, administrators are designated by "X". They are confronted by tasks, and through their perceptions of tasks define schools' problems. Their behavior as decision makers and as group leaders is mediated through these perceptions. Time is also included as a variable. The administrators' perceptions of the task at Time $_A$ and Time $_B$ is more subject to change than is the task itself.


ADMINISTRATOR'S PERCEPTION OF THE ORGANIZATION'S TASK
ADMINISTRATOR'S PERCEPTION OF THE ORGANIZATION'S TASK
ADMINISTRATOR BEHAVIOR
BEHAVIOR AS A DECISION MAKER
BEHAVIOR AS A GROUP LEADER
BEHAVIOR AS A DECISION MAKER
BEHAVIOR AS A GROUP LEADER

Based upon the assumptions that can be drawn from this paradigm, identification of administrators' perceptions of tasks can be valuable in the amelioration of problems related to administrative behaviors. Additionally, studies of administrative perceptions should be conducted frequently to diminish the effects of the time variable.

METHOD OF SOLVING THE PROBLEM

Subjects of the Study

The 1982 Georgia Public Education Directory of State and Local Schools and Staff was used as a source for obtaining names and addresses of principals. Using random selection, 500 principals were identified for participation in the study.

Data Gathering Instrument

The instrument "Principals' Perceptions of the Principalship" was utilized to ascertain information for the study. Nine controlled-choice items on the instrument solicit background information. In addition, twenty items present principals with the opportunity to identify their perceptions of principalship roles and their preparation for these roles. One item requests identification of the three role variables that consume the most time. Two open-ended questions elicit comments related to administrative preparation.

Procedures

The 500 randomly selected principals were mailed a packet of information that included: (1) cover letter, (2) instrument, and (3) postage-paid envelope. Packets of information were mailed to the principals during the Spring of 1983. These were completed and returned to the researcher for analysis. There were 312 usuable instruments returned. Data were analyzed using three statistical procedures. (1) One-way frequency distributions were used to identify background information and perceptions of principals. (2) Pearson product-moment

correlation coefficients were used to determine significant relationships between perceptions of preparation and perceptions of difficulty. (3) Analyses of variance were calculated to determine significant differences among the perceptions of groups of principals categorized on the bases of: level of school, numbers of students enrolled in the school, years of service, highest degree attained, sex, and race.

FINDINGS

Identification of Background Information

Frequency tabulation indicated important information related to the subjects' background. The majority (77.2%) of principals surveyed had been classroom teachers prior to becoming a principal. Additionally 46.5% had served as an assistant principal and 23.4% has served as a coach. Most of the principals (61.5%) had taught high school level students. Principals surveyed were not new to the field of education. A majority (71.2%) had more than fifteen years in the field. However, much of this time was spent in other positions. Findings indicate that only 19.2% of the subjects had more than 15 years in the principalship. Practically all of the principals had obtained higher degrees. Only 3% reported a Bachelors Degree as the highest obtained. In fact, over half (58.7%) indicated that they obtained a specialist or doctorate. Most of the respondents (67.3%) were principals of elementary schools. Additionally, the schools were not extremely large. Findings indicate that 92.9% of principals surveyed had fewer than 1000 students. As one might expect, the majority of respondents were white (79.8%) and male (61.2%). When asked about future plans, 59% indicated that they would continue until retirement in the role of principal. Other specific findings related to background information can be found on Table I.

Preparation for Principalship Roles

Principals were asked to rate the quality of preparation they received in their graduate programs related to 20 role variables. Specific findings are identified on Table II.

The subjects perceived their preparation as adequate in many areas. The areas that received high ratings included preparation in (1) school plant, (2) observation of instruction, (3) compliance with governmental guidelines, (4) evaluation of self, and (5) evaluation of teachers. However, several areas of preparation received very low ratings. These included (1) lunch program, (2) pupil transportation, (3) leadership of non-teaching staff, (4) purchasing, (5) extra-curricula student activities, (6) school board relations, and (7) parental relations.

Difficulty of Principalship Roles

Principals were asked to indicate the level of difficulty they encountered with the 20 role variables. Specific findings are identified on Table III.

Principals did not perceive these role activities as difficult ones. A majority of the subjects identified little or very little difficulty for all

areas. Areas perceived as least difficult included: (1) central office administration relations, (2) school board relations, (3) school office management, (4) extra-curricula student activities, (5) leadership of non-teaching staff, and (6) community relations. However, at least one-third of the principals rated four variables as being somewhat difficult, very difficult or extremely difficult. These included: (1) faculty development, (2) evaluation of teachers, (3) student behavior, and (4) evaluation of self. Curriculum planning was also rated as difficult by many principals.

Time-consuming Roles

Principals were asked to circle the three roles that they considered most time consuming. Specific frequences are identified by percentages on Table IV.

Roles considered as very time consuming include those related to: (1) student behavior, (2) observation of instruction, and (3) evaluation of teachers. Less than one percent of principals identified the following roles as time consuming: (1) working with resource persons, (2) school board relations, and (3) evaluation of self.

Correlation of Preparation, Difficulty, and Time

Significant correlations between preparation and difficulty were found in 18 of the 20 variables indicating that high quality prepartion was positively related to little difficulty. The only variables with no significant correlation between preparation and difficulty were community relations and parental relations. Frequency tabulations indicate that these roles were perceived as presenting little difficulty although preparation was not perceived as being of high quality.

Preparation for roles and the amount of time spent with these roles do not appear to be closely related. There were only two significant correlations between these two roles: working with resource persons, and central office administration relations.

Difficulty of roles and the amount of time spent with these roles are significantly correlated in six areas. Five of these are negatively correlated, indicating that those with little difficulty (high rating) consume less time (low rating). These variables include: (1) working with resource persons, (2) central office administration relations, (3) school board relations, (4) pupil transportation, and (5) purchasing. One variable, school office management, was positively correlated. This variable was perceived as relatively time consuming, but not difficult.

A total of 26 significant relationships exist between preparation for roles, difficulty of roles, and time consumed in roles. Specific findings are identified on Table V.

Differences between Groups of Principals

Analysis of variance identified nine significant differences between principals categorized on the basis of years of experience. One finding indicates that principals with little experience (0-5 years) were significantly less likely than others to have served as a classroom teacher and

significantly more likely to have served as a central office administrator. Additionally, principals with more experience perceived a higher level of preparation regarding school plant operations and spend more time in this role area. Specific findings are identified on Table VI.

There were seven significant differences between principals categorized on the basis of degree obtained. Five of these were related to background information, while only two differences were found in perceptions. Principals with doctorates were significantly more likely to perceve a higher level of preparation in evaluation of teachers and evaluation of self. Specific findings are identified on Table VII.

Only two significant differences were found between principals categorized on the basis of the level of their school. These related to their teaching background (elementary principals were more likely to have taught in elementary grades) and the size of their schools (high schools are larger). Because of limited findings, a table is not included for this area.

Sixteen significant differences were found between principals categorized on the basis of school size. Ten of these significant variables were related to background items, one was related to perceptions of difficulty and five were related to perceptions of time consumed in various role activities. Some major findings are listed below.

1. Principals of large schools are more likely to have previously served as assistant principals.

2. Principals of small schools are more likely to have previously served as elementary teachers.

3. Principals of large schools have more experience as principals.

4. Principals of large schools are more likely to be white and male.

5. Principals of small schools perceive parental relations as a difficult and time consuming role.

6. Principals of large schools perceive evaluation of teachers and plant operations as more time consuming than do principals of smaller schools.

Specific findings are indicated on Table VIII.

Findings indicate 25 significant differences between principals categorized on the basis of race. These include three background variables, 16 perceptions of preparation, and six perceptions of level of difficulty. Some major findings are listed below.

1. More black principals than white had served as assistant principals.

2. Blacks perceived a higher level of preparation on 16 of 20 roles than did whites. Items significant at the .0000 level include:
   a. curriculum planning.
   b. student behavior.
   c. lunch program.

3. Blacks perceived six items as significantly less difficult than did whites.

Specific findings are indicated on Table IX.

Significant differences exist between male and female principals on 22 items. Eleven of these are related to background information, four to perceptions of preparation, six to perceptions of difficulty, and one to perceptions of time consumed in role activities. Some of the findings are identified below:

1. Females were more likely to have served as librarians or elementary teachers.

2. Males were more likely to have served as coaches, assistant principals, central office administrators, or high school teachers.

3. Males were more likely to serve larger schools and schools with higher grade levels.

4. Females perceived better preparation in curriculum planning and faculty development.

5. Males perceived better preparation in school office management and purchasing.

6. Females perceived six variables as being less difficult than did males.

7. Males perceived extra-curricula student activities as being more time consuming than did females.

Specific findings related to differences between male and female principals are identified on Table X.

IMPLICATIONS

Findings do not imply a mass exodus from the principalship in Georgia. A majority (59%) plan to continue until retirement in the role of principal. This, however, also implies that a rather large number of principals do plan to make changes in their careers or are undecided.

Principals generally feel adequately prepared for most role activities. And, this perception of preparation is highly correlated with their perceptions of role difficulty. This finding is in direct contrast to research included in the literature review that suggests that administrative preparation in graduate courses is of little value. Therefore, colleges and schools of education should continue to emphasize quality preparation. Frequency tabulations related to role preparation and difficulty imply that preparation should be especially improved in the areas of faculty development and student behavior.

There are a great number of differences in perceptions of principals based on background variables. As more minorities and women move into these roles, those in charge of preparation need to be aware of these differences. Are

these differences resulting from pre-preparation background or are these individuals being prepared differently? These questions and others raised by findings of the investigation may serve as stimuli for further research in this area.

REFERENCES

Brookover, W.B. & others. Elementary school climate and school achievement. East Lansing, Michigan: Michigan State University, College of Urban Development, 1976.

Carmichael, L. Leaders as learners: a possible dream. Educational Leadership, 1982, 40(1), 58-59.

Cawelti, G. Training for effective school administrators. Educational Leadership, 1982, 39(1), 15-27.

Darden Research Corporation. Teacher attrition study: State of Georgia. A report commissioned by Governor George Busbee, 1981.

Edmonds, R. Effective schools for the urban poor. Educational Leadership, 1979, 37(1), 15-27.

Goodlad, J. I. Educational leadership: toward the third era. Educational Leadership, 1978, 35(4), 322-331.

Gross, N. & Herriott, R.E. Staff leadership in public schools: A sociological inquiry. New York: John Wiley & Sons, 1965.

Halpin, A.W. Theory and research in administration. New York: Macmillan, 1966.

Hemphill, J.K.; Griffiths, D.E.; and Frederikson, N. Administrative performance and personality: A study of the principal in a simulated elementary school. New. York: Bureau of Publications, Teachers College, Columbia University, 1962.

Howell, B. Profile of the principalship. Educational Leadership, 1981, 38 (4), 333-336.

Hoy, W.K. & Miskel, C.G. Educational administration: Theory, research and practice. New York: Random House, 1982.

Kimbrough, R.B. & Nunnery, M.Y. Educational administration: An introduction. New York: Macmillan, 1976.

LoPresti, P.L. Building a better principal. Principal, 1982, 61(4), 32-34.

Madden, J.V. & others. School effectiveness study: State of California. State of California Department of Education, 1976.

New trends, problems. Education USA, 1982, 24(6), p. 224.

BACKGROUND INFORMATION
FREQUENCY TABULATIONS

TABLE I

1. Prior to becoming a principal, in what educational capacity did you serve?

Role	Percentage
a. Classroom Teacher	77.2
b. Guidance Counselor	4.8
c. Librarian	2.2
d. Coach	23.4
e. Assistant Principal	46.5
f. Central Office Administration	7.4
g. Other	10.3

2. If you have served as a classroom teacher, please indicate the grade level in which you taught.

Level	Percentage
a. Elementary (K-5)	30.8
b. Middle (6-8)	48.7
c. High (9-12)	61.5

3. Number of years service in education.

Years	Percentage
a. 0 - 5	.6
b. 6 - 10	7.7
c. 11 - 15	20.5
d. Greater than 15	71.2

4. Number of years of your service as a principal.

Years	Percentage
a. 0 - 5	36.9
b. 6 - 10	21.5
c. 11 - 15	22.1
d. Greater than 15	19.2
e. No response	.3

5. Highest degree you have obtained.

Degree	Percentage
a. Bachelors	.3
b. Masters	41.0
c. Specialist	48.4
d. Doctorate	10.3

TABLE I Continued

6. Current School Level.

Level	Percentage
a. Elementary	67.3
b. Middle (Jr. High)	10.9
c. High	19.9
d. Other	1.9

7. Number of students in your school.

Students	Percentage
a. Less than 100	.3
b. 101 - 500	43.9
c. 501 - 1000	49.7
d. 1001 - 1500	5.1
e. 1501 - 2000	1.6
f. Greater than 2000	.3

8. Race

	Percentage
a. Black	15.4
b. White	79.8
c. Other	4.2
d. No Response	.6

9. Sex

	Percentage
a. Female	27.6
b. Male	61.2
c. No Response	11.2

10. At present, what are your occupational plans?

Plans	Percentage
a. Continue until retirement in the role of principal	59.0
b. Continue; change to central administrator	18.9
c. Change to classroom teacher	1.0
d. Change to position with another educational agency	1.9
e. Change to college/university faculty member	4.2
f. Leave education prior to eligibility for retirement	2.9
g. Other	2.9
h. No Response	9.2

TABLE II

PERCEPTIONS OF
PREPARATION OF PRINCIPALSHIP ROLES

	Role	Percentage *					
		0	1	2	3	4	5
1.	Community Relations	.6	7.4	13.8	45.2	25.3	7.7
2.	Parental Relations	.6	11.5	24.7	39.4	16.3	7.4
3.	Curriculum Planning	.6	3.2	9.3	44.2	30.1	12.5
4.	Extra-Curricula Student Activities	2.9	17.0	21.2	42.0	14.7	2.2
5.	Student Behavior	1.6	11.2	20.2	40.7	20.2	6.1
6.	Faculty Development (In-Service)	1.3	10.3	22.4	38.5	21.5	6.1
7.	Observation of Instruction	1.3	6.1	17.3	35.3	25.3	14.7
8.	Teachers' Conferences	1.6	8.3	23.4	34.9	24.0	7.7
9.	Evaluation of Teachers	1.6	9.3	23.4	32.1	22.4	11.2
10.	School Office Management	1.6	9.6	23.1	36.2	23.4	6.1
11.	Working With Resource Persons	2.9	9.6	21.5	45.8	15.7	4.5
12.	Central Office Administration Relations	2.2	8.3	19.6	43.3	20.5	6.1
13.	School Board Relations	1.9	15.4	22.4	36.5	18.6	5.1
14.	Leadership of Non-teaching Staff	3.2	17.3	26.3	35.6	14.4	3.2
15.	School Plant	1.6	6.4	15.7	33.7	31.4	11.3
16.	Lunch Program	1.9	26.9	29.8	27.6	10.6	3.2
17.	Pupil Transportation	2.2	23.7	27.2	33.3	11.5	1.9
18.	Purchasing	1.9	17.3	22.8	38.1	15.4	4.5
19.	Compliance with Local, State, Federal Guidelines	1.3	10.3	17.9	35.3	25.3	9.9
20.	Evaluation of Self	1.9	8.0	10.9	45.5	27.9	5.8

* Preparation
0 = No response
1 = Poor
2 = Below Average
3 = Average
4 = Above Average
5 = Excellent

TABLE III

PERCEPTIONS OF ROLE DIFFICULTY

Role	Percentage *					
	0	1	2	3	4	5
1. Community Relations	2.9	1.0	2.6	22.1	40.7	30.8
2. Parental Relations	3.5		5.4	20.5	45.8	24.7
3. Curriculum Planning	3.2	.6	4.2	27.9	42.9	21.2
4. Extra-Curricula Student Activities	6.4	.6	1.6	17.3	41.7	32.4
5. Student Behavior	4.5	1.6	8.0	24.4	41.7	19.9
6. Faculty Development (In-service)	2.9	1.0	6.4	35.3	38.1	16.3
7. Observation of Instruction	3.8	1.3	4.8	22.1	43.9	24.0
8. Teachers' Conferences	3.5	.6	4.2	20.8	44.9	26.0
9. Evaluation of Teachers	2.6	2.2	8.0	25.3	41.7	20.2
10. School Office Management	3.5	.3	2.6	18.6	43.3	31.7
11. Working with Resource Persons	3.8	.3	1.9	17.3	47.8	28.8
12. Central Office Administration Relations	2.9	1.3	1.9	15.4	39.7	38.8
13. School Board Relations	5.8	1.3	2.2	14.4	37.8	38.5
14. Leadership of Non-teaching Staff	2.9	.6	4.2	20.5	40.1	31.7
15. School Plant	3.2	1.0	4.5	17.9	46.5	26.9
16. Lunch Program	3.8	1.0	6.1	24.4	34.6	30.1
17. Pupil Transportation	5.1	1.6	3.8	26.6	39.1	23.7
18. Purchasing	3.8	1.0	2.9	19.2	47.4	25.6
19. Compliance with Local, State, Federal Guidelines	3.2	.6	4.5	23.7	45.8	22.1
20. Evaluation of Self	4.5	1.3	3.8	28.2	39.7	22.4

* Level of Activity

0 = No Response
1 = Extreme Difficulty
2 = Very Difficult
3 = Somewhat Difficult
4 = Little Difficulty
5 = Very Little Difficulty

TABLE IV

ROLES IDENTIFIED AS ONE OF
THREE MOST TIME CONSUMING

	Role	Percentage
1.	Community Relations	4.2
2.	Parental Relations	12.2
3.	Curriculum Planning	12.8
4.	Extra-Curricula Student Activities	6.1
5.	Student Behavior	31.4
6.	Faculty Development (In-Service)	2.2
7.	Observation of Instruction	24.0
8.	Teachers' Conferences	4.8
9.	Evaluation of Teachers	20.2
10.	School Office Management	12.2
11.	Working with Resource Persons	.6
12.	Central Office Administration Relations	2.9
13.	School Board Relations	.6
14.	Leadership of Non-Teaching Staff	1.6
15.	School Plant	5.8
16.	Lunch Program	3.8
17.	Pupil Transportation	2.9
18.	Purchasing	1.3
19.	Compliance with Local, State, Federal Guidelines	5.1
20.	Evaluation of Self	0.0

TABLE V

CORRELATING VARIABLES

	ITEM	CORRELATING VARIABLES *	R	S
1.	Curriculum Planning	P X D	.2723	.001
2.	Extra Curricula Student Activities	P X D	.2313	.001
3.	Student Behavior	P X D	.2123	.001
4.	Faculty Development (In-Service)	P X D	.2932	.001
5.	Observation of Instruction	P X D	.1967	.001
6.	Teachers' Conferences	P X D	.2116	.001
7.	Evaluation of Teachers	P X D	.3585	.001
8.	School Office Management	P X D	.1842	.001
9.	School Office Management	D X T	.1137	.001
10.	Working With Resource Persons	P X D	.1925	.001
11.	Working With Resource Persons	P X T	-.0945	.048
12.	Working With Resource Persons	D X T	-.1047	.032
13.	Central Office Administration Relations	P X D	.2180	.001
14.	Central Office Administration Relations	P X T	-.1608	.002
15.	Central Office Administration Relations	D X T	-.2344	.001
16.	School Board Relations	P X D	.2047	.001
17.	School Board Relations	D X T	-.1516	.004
18.	Leadership of Non-Teaching Staff	P X D	.1394	.007
19.	School Plant	P X D	.2896	.001
20.	Lunch Program	P X D	.2492	.001
21.	Pupil Transportation	P X D	.2610	.001
22.	Pupil Transportation	D X T	-.1688	.001
23.	Purchasing	P X D	.1881	.001
24.	Purchasing	D X T	-.1357	.008
25.	Compliance with Local, State, and Federal Guidelines	P X D	.2659	.001
26.	Evaluation of Self	P X D	.2717	.001

* KEY: P = Preparation
D = Difficulty
T = Time
R = Pearson Correlation Coefficient
S = Significance

TABLE VI

ANALYSIS OF VARIANCE: SIGNIFICANT DIFFERENCES BETWEEN GROUPS CATEGORIZED ON THE BASIS OF YEARS OF EXPERIENCE

	VARIABLE	LEVEL OF SIGNIFICANCE	DIRECTION OF SIGNIFICANCE *
1.	Job 1 - Classroom Teacher	.0108	D,C,B,> A
2.	Job 2 - Guidance Counselor	.0025	C > D,A,B
3.	Job 6 - Central Office Administrator	.0284	A > D,C
4.	Job 7 - Other	.0004	A,C > B,D
5.	Years Service in Education	.0000	D,C,B > A
6.	Degree	.0473	C > A
7.	Size	.0502	C > A
8.	Prep. 15 (School Plant)	.0150	C > B,A
9.	Time 11 (Working With Resource People)	.0377	D > A,B,C

* KEY:
A = 0 - 5
B = 6 - 10
C = 11 - 15
D = Greater than 15

TABLE VII

ANALYSIS OF VARIANCE: SIGNIFICANT DIFFERENCES BETWEEN GROUPS CATEGORIZED ON THE BASIS OF DEGREE

VARIABLE	LEVEL OF SIGNIFICANCE	DIRECTION OF SIGNIFICANCE *
1. Job 4 - Coach	.0005	M > S,D
2. GR2 - Middle	.0456	D > M > S
3. Years	.0007	D > S > M
4. Race	.0398	S > M > D **
5. Plans	.0172	D > M > S ***
6. Prep. 9 (Evaluation of Teachers)	.0264	D > S,M
7. Prep. 20 (Evaluation of Self)	.0300	D > M,S

* KEY: M = Masters
S = Specialist
D = Doctorate

** Whites were more likely to have specialist degrees. "Other" races were more likely to have doctorates. (The small n (4.2%) in the "other" category limits generalization of this finding.)

*** Principals with doctorates were more likely to plan a career change.

TABLE VIII

ANALYSIS OF VARIANCE: SIGNIFICANT DIFFERENCES BETWEEN GROUPS CATEGORIZED ON THE BASIS OF SIZE

VARIABLE	LEVEL OF SIGNIFICANCE	DIRECTION OF SIGNIFICANCE *
1. Job 2 - Guidance Counselor	.0002	D > C > B > E
2. Job 4 - Coach	.0351	C > B
3. Job 5 - Assistant Principal	.0061	E > D > C > B

* KEY:
A = less than 100 students
B = 101 to 500 students
C = 501 to 1000 students
D = 1001 to 1500 students
E = 1501 to 2000 students
F = Greater than 2000 students

TABLE IX

ANALYSIS OF VARIANCE: SIGNIFICANT DIFFERENCES
BETWEEN GROUPS CATEGORIZED ON THE BASIS OF RACE

VARIABLE	LEVEL OF SIGNIFICANCE	DIRECTION OF SIGNIFICANCE *
BACKGROUND:		
1. Job 5 - Assistant Principal	.0028	O > B > W
2. Years	.0004	B,W O
3. Sex	.0391	W > B > O **
PREPARATION:		
1. Community Relations	.0222	B > W > O
2. Parental Relations	.0003	B > W > O
3. Curriculum Planning	.0000	B > W > O
4. Extra-Curricula Student Activities	.0014	B > W >
5. Student Behavior	.0000	B > W,O
6. Faculty Development	.0029	B > W > O
7. Observation of Instruction	.0293	B > W
8. Teachers' Conferences	.0156	B > W > O
9. Evaluation of Teachers	.0068	B > W > O
10. School Office Management	.0001	B > W,O
11. Working With Resource Persons	.0282	B > W > O
12. Leadership of Non-Teaching Staff	.0003	B > W > O
13. School Plant	.0088	B > W > O
14. Lunch Program	.0000	B > W > O
15. Pupil Transportation	.0031	B > W > O
16. Compliance with Local, State, and Federal Guidelines	.0028	B > W > O
DIFFICULTY:		
1. Faculty Development	.0378	O > B > W
2. Observation of Instruction	.0117	O > B > W
3. Teachers' Conferences	.0373	B > W
4. Evaluation of Teachers	.0037	B > W > O
5. Lunch Program	.0521	B > W > O
6. Compliance With Local, State, and Federal Guidelines	.0043	B > W > O

* KEY: B = Black
W = White
O = Other

** Male percentage is greater among whites.

TABLE X

ANALYSIS OF VARIANCE: SIGNIFICANT DIFFERENCES BETWEEN GROUPS CATEGORIZED ON THE BASIS OF SEX

VARIABLE	LEVEL OF SIGNIFICANCE	DIRECTION OF SIGNIFICANCE *
BACKGROUND:		
1. Job 3 - Librarian	.0193	F > M
2. Job 4 - Coach	.0000	M > F
3. Job 5 - Assistant Principal	.0050	M > F
4. Job 6 - Central Office Administrator	.0005	M > F
5. Job 7 - Other	.0000	M > F
6. GR1 - Elementary School	.0000	F > M
7. GR3 - High School	.0000	M > F
8. Years Principal	.0000	M > F
9. Size	.0023	M > F
10. Race	.0085	M > F **
11. Level	.0059	M > F
PREPARATION:		
1. Curriculum Planning	.0000	F > M
2. Faculty Development	.0028	F > M
3. School Office Management	.0513	M > F
4. Purchasing	.0151	M > F
DIFFICULTY:		
1. Curriculum Planning	.0002	F > M
2. Faculty Development	.0000	F > M
3. Observation of Instruction	.0361	F > M
4. Working With Resource Persons	.0184	F > M
5. Central Office Administration Relations	.0373	F > M
6. Compliance With Local, State, and Federal Guidelines	.0362	F > M
TIME:		
1. Extra-Curricula Student Activities	.0156	M > F

* KEY: F = Female
M = Male

** White percentage is greater among males.